**KINDERGARTEN ENVISION MATH CURRICULUM MAP**

**CANYONS SCHOOL DISTRICT**

**2010 – 2011**

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

* Mathematics Learning in Early Childhood, National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

— Ginsburg, Leinwand and Decker, 2009

CCSS does not mention patterns except in the Mathematical Practice Standards: “mathematically proficient students look closely to discern a pattern or structure (in problem solving.)

**AUGUST (7 days)**

**ASSESSMENT APPOINTMENTS (first 5 days)**

**TOPIC 1 – SORTING AND CLASSIFYING (2 days)**

Topic 1 (2 days), No Common Formative Assessment/CFA & Differentiation (0)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **SKIP THESE LESSONS – sorting by color is not found in the common core**  **During Topic 1 keep focus of lesson and teacher language to sort and classify by attributes of shape, size and kind, NOT BY COLOR. Sorting helps students learn the attributes of shapes and color is not an attribute of a shape.**  **Adapt lessons for Topic 1 as best as you can.** | **Topic 1**  Interactive Math Story  Topic 1 Opener | 1 | Topic 1 items are foundational knowledge for the Kinder Common Core |
| **Foundation for Kinder Geometry Domain** | 1-1 Same and Different | 1 |  |
| NO CFA DATA ENTRY for August |  |  |  |

**SEPTEMBER (20 days)**

**TOPIC 1 – SORTING AND CLASSIFYING**

**TOPIC 2 – POSITION AND LOCATION**

Topic 1 (4 days), Topic 2 (11 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **…Continued from August**  **Foundation for Kinder Geometry Domain** | **Topic 1**  1-2 Sorting by One Attribute | 1-2 | Item numbers 1 and 3 will follow the common core. Items 2 and 4 sort by color and are not in the common core. |
| **Foundation for Kinder Geometry Domain** | Lesson 1-4 Sorting by More than One Attribute | 1-2 | Again… keep the focus on size, shape and kind. |
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| **Geometry:**  **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).**  K.G.1. Describe objects in the environment using the names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* | **Topic 2**  Interactive Math Story (p. 15 I)  Topic 2 Opener  (p. 15)  Topic 2 Math Project  (p.16) | 1-3 | **Topic 2: Envision vocabulary is not an exact match to Common Core Vocabulary. Please be sure to enhance lessons with vocabulary examples listed in common core objective.**  See Topic 2 Centers ideas on pp. 15G, 15H |
| K.G.1. | 2-1 Inside and Outside | 1 |  |
| K.G.1. | 2-2 Over, Under & On | 1 |  |
| K.G.1. | 2-3 Top, Middle & Bottom | 1 |  |
| K.G.1. | 2-4 Before and After | 1 |  |
| K.G.1. | 2-5 Left and Right | 1-2 |  |
| K.G.1. | 2-6 Problem Solving  Act It Out | 1-2 |  |
| CFA TESTING WINDOW |  |  | September 27th – October 8th |
| DATA ENTRY DUE DATE |  |  | October 8th |

**OCTOBER (17 days)**

**TOPIC 4 – ZERO TO FIVE**

Topic 4(12 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Counting and Cardinality:**  **Know number names and the count sequence**  K.CC.2. Count forward beginning from a given number with the know sequence.  K.CC.3. Write numbers from 0-20. Represent a number of objects with a written numeral 0-20.  **Count to tell the number of objects.**  K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  b. Understand that the last number name said tells the number of objects counted.  c. Understand that each successive number name refers to a quantity that is one larger.  K.CC.5 Count of answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects | **Topic 4**  Interactive Math Story (p. 49)  Topic 4 Opener  (p.49)  Topic 4 Math Project  (p.50) | 1-3 | **Topic 4:** Adapt each lesson as needed. Pay special attention to the Additional Activity Box and the extend activity found in each lesson. We found that these targeted the core objectives. Supplement other activity ideas as needed.  **Use Problem of the Day - Daily** |
| K.CC.2 K.CC.4 K.CC.5 | 4-1 Counting 1, 2, & 3 | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 | 4-2 Reading & Writing 1, 2, and 3 | 1 |  |
| K.CC.2 K.CC.4 K.CC.5 | 4-3 Counting 4 and 5 | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 | 4-4 Reading and Writing 4 and 5 | 1 |  |
| K.CC.2 K.CC.3 | 4-5 Reading & Writing 0 | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 | 4-6 Making 4 and 5 | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5  **Compare numbers.**  K.CC.6 Identify whether the number of objects in one group is great than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies  K.CC.7 Compare two numbers between 1 and 10 presented as written numerals | 4-7 More, Fewer, and Same As | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.CC.7 | 4-8 1 and 2 More | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.CC.7 | 4-9 1 and 2 Fewer | 1 |  |
| CFA TESTING WINDOW |  |  | October 25th – November 4th |
| DATA ENTRY DUE DATE |  |  | November 4th |

**NOVEMBER (16 days)**

**TOPIC 5 – SIX TO TEN**

**TOPIC 6 – COMPARING NUMBERS**

Topic 5 (9 days), Topic 6 (6 days) Common Formative Assessment/CFA & Differentiation (1 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Counting and Cardinality:**  **Know number names and the count sequence**  K.CC.2 K.CC.3 K.CC.4 K.CC.5 | **Topic 5** Interactive Math Story (p.73 I)  Topic 5 Opener (p.73) | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 | 5-1 Counting 6 & 7  5-2 Making 6 & 7 | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 | 5-3 Reading & Writing 6 & 7 | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 | 5-4 Counting 8 & 9  5-5 Making 8 & 9 | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 | 5-6 Reading & Writing 8 & 9 | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 | 5-7 Counting 10  5-8 Making 10 | 1 |  |
| K K.CC.2 K.CC.3 K.CC.4 K.CC.5 | 5-9 Reading & Writing 10 | 1 |  |
| K K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 **Compare numbers.**  K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. | 5-10 Ordering Numbers on a Number Line | 1 |  |
| **Measurement and Data:**  **Classify objects and count the number of objects in each category**  K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count | 5-11 Problem Solving: Make a Graph | 1 |  |
|  |  |  |  |
| K K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.CC.7 | **Topic 6** Interactive Math Story (p. 99)  Topic 6 Opener  (p. 99) | 1 |  |
| K K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.CC.7 | 6-1 Comparing numbers through 10 | 1 |  |
| K K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.CC.7 | 6-2 Comparing Numbers to 5 | 1 |  |
| K K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.CC.7 | 6-3 Comparing Numbers to 10 | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.CC.7 | 6-4  1 and 2 More and Fewer | 1 |  |
| K.CC.2 K.CC.3 K.CC.4 K.CC.5 K.CC.6 K.CC.7 | 6-5 Problem Solving | 1 |  |
| CFA TESTING WINDOW |  |  | November 29th – December 10th |
| DATA ENTRY DUE DATE |  |  | December 10th |

**DECEMBER (13 days)**

**TOPIC 7 - GEOMETRY**

Topic 7 (10 days), Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Geometry:**  **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres).**  K.G.1. Describe objects in the environment using the names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.* | K.G.1. First taught in September in Topic 2.  Some parts of Topic 7 lessons review K.G.1 (see notes). | -- | \*P. 117A Math Background for teachers provides a "shape day" idea which would be another opportunity to re-teach positional vocabulary.  \*Shape Charades (p.113 F) and Dramatic Play Center (p. 113H) teaches to K.G.5 |
| K.G.1.  K.G.2. Correctly name shapes regardless of their orientation or overall size.  K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").  **Analyze, compare, create, and compose shapes.**K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | Topic 7 Interactive Math Story  p. 113 I  Topic 7 Opener  Lesson on p. 113  Topic 7 Math Project p. 114 | 1-2 |  |
| K.G.2.  K.G.3.  **Analyze, compare, create, and compose shapes.**  K.G.4. Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices/"corners") and other attributes (e.g. having sides of equal length).  K.G.5.  K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" | 7-1 Squares and Other Rectangles | 1 | \*Problem of the Day activities have additional opportunities to revisit positional vocabulary.  \*Additional Activity teaches to K.G.5  \*P. 113D Below level Activity teaches to K.G.6  \*Additional Activity (p. 116A) teaches to K.G.6 |
| K.G.2.  K.G.3.  **Analyze, compare, create, and compose shapes.**  K.G.4. K.G.5. | 7-2 Circles and Triangles | 1 | \*Problem of the Day activities have additional opportunities to revisit positional vocabulary.  \*2-D terms are only specifically mentioned in this lesson. Use terms interchangeably (i.e. two-dimensional, flat) during all lessons in this topic.  \*Intervention Activity teaches to K.G.5 |
| K.G.2.  **Analyze, compare, create, and compose shapes.**  K.G.4. K.G.5. K.G.6. | 7-3 Making Shapes from Other Shapes | 1 | \*Problem of the Day activities have additional opportunities to revisit positional vocabulary.  \*Additional Activity teaches to K.G.5 |
| K.G.2.  **Analyze, compare, create, and compose shapes.**  K.G.4. | 7-4 Same Size, Same Shape | 1 | \*Problem of the Day activities have additional opportunities to revisit positional vocabulary. |
| K.G.2. K.G.3.  **Analyze, compare, create, and compose shapes.**  K.G.4. K.G.6. | 7-6 Solid Figures | 1 | \*3-D terms are only specifically mentioned in this lesson. Use terms interchangeably (i.e. three-dimensional, solid) during **all** lessons in this topic.  \*Extension p. 125 teaches K.G.6 |
| K.G.2. K.G.3.  **Analyze, compare, create, and compose shapes.**  K.G.4. | 7-7 Comparing Solid Figures | 1 |  |
| 7-8 Flat Surfaces of Solid Figures | 1 | \*Problem of the Day activities have additional opportunities to revisit positional vocabulary. |
| K.G.2. K.G.3.  **Analyze, compare, create, and compose shapes.**  K.G.4. K.G.6. | 7-9 Problem Solving: Use Objects | 1 | \*Differentiated instruction Games teaches to K.G.6  \*P. 113D Advanced Gifted Activity teaches to K.G.6 |
| CFA TESTING WINDOW |  |  | January 3rd – January 14th |
| DATA ENTRY DUE DATE |  |  | January 14th |

**JANUARY (19 days)**

**TOPIC 9 – MEASUREMENT (17 days)**

**ASSESSMENT APPOINTMENTS (2 days)**

Topic 9 (13 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Measurement and Data:**  **Describe and compare measurable attributes.**  K.MD.1 Describe measurable attributes of objects, such as length and weight. | Topic 9 Interactive Math Story (p.151 I) | 1 |  |
| K.MD.1  K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. | Topic 9 Opener (p.151)  Math Project (p. 152) | 1-2 |  |
| K.MD.1  K.MD.2 | 9-1 Comparing and Ordering by Size | 1 |  |
| K.MD.1  K.MD.2 | 9-2 Comparing by Length | 1-2 |  |
| K.MD.1  K.MD.2 | 9-3 Ordering by Length | 1-2 |  |
| K.MD.1  K.MD.2 | 9-5 Problem Solving: Try, Check and Revise | 1 |  |
| K.MD.1  K.MD.2 | 9-8 Comparing Weight | 1-2 |  |
| K.MD.1  K.MD.2 | **First Grade** Lesson 14-10 Comparing and Ordering by Weight | 1-2 | This lesson compares three objects. Compare two objects instead of three. You can use three objects as an enrichment lesson. |
| CFA TESTING WINDOW |  |  |  |
| DATA ENTRY DUE DATE |  |  | January 24th – February 4th |
|  |  |  | February 4th |

**FEBRUARY (18 days)**

**TOPIC 10 – ADDITION**

Topic 10 (14 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Operations and Algebraic Thinking:**  **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**  K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.  K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | Topic 10 Interactive Math Story (p.175 I)  Topic 10 Opener (p.175)  Topic 10 Math Project (p. 176) | 1-2 | In all lessons, under "guided practice" - there is a "Do You Understand" to help children process and express *why* they are doing things  Introduction p. 175A "The Meaning of Addition" p. 175D "Below Level" & "Advanced/Gifted" activities p. 175E "Connections to Everyday Vocabulary" |
| K.OA.1  K.OA.2 | 10-1 "Stories About Joining" | 1 | Visual learning (whole class) using document camera  Additional Activity (178A) |
| K.OA.1  K.OA.2 | 10-2 "More Joining" | 1 | Additional Activity (180A) - good hands-on activity demonstrating "joining groups"  Intervention activity (180C) - fun interactive game |
| K.OA.1  K.OA.2 | 10-3 "Joining Groups" | 1 | Additional Activity (182A) - fun interactive activity  Intervention activity (182C) - fun rhyme - can integrate into language arts/place rhyme in a center in a pocket chart with number cards for kids to insert into blanks |
| K.OA.1  K.OA.2 | 10-4 "Using the Plus Sign" | 1 | Problem of the Day (183A) - good review of joining  Additional Activity would be a quick way to assess whether children understood today's lesson |
| K.OA.1  K.OA.2 | 10-5 "Finding Sums" | 1 | Problem of the Day (185A) - good review of joining  Additional Activity (186A) - could be used as a center |
| K.OA.1  K.OA.2 | 10-6 "Addition Sentences" | 1 | Problem of the Day (187A) -how many more to make 10?  Additional Activity (188A) - fun activity to reinforce concept of addition  Intervention activity (188C) - could use for a center |
| K.OA.1  K.OA.2  K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number (by using objects or drawings) and record the answer with a drawing or equation. | 10-7 "Problem Solving: Draw a Picture" | 1 | Additional Activity (190A) - in pairs - could be a quick assessment of this skill (adding group) |
| K.OA.4 | **First Grade** Topic 5, Lesson #2 (5-2) | 1 |  |
| K.OA.4 | **First Grade** Lesson  5-3 | 1 |  |
| K.OA.4 | **First Grade** Lesson  5-4 | 1 |  |
| K.0A.5  Fluently add & subtract within 5. | Use these days to scaffold instruction to help students to understand the concept of adding fluently to five. | 2 | This can be developed by whole class games or center activities “timed tests” (as a race against the clock to beat their own score).  Create own timed tests for addition within 5. |
| CFA TESTING WINDOW |  |  | February 21st – March 4th |
| DATA ENTRY DUE DATE |  |  | March 4th |

**MARCH (20 days)**

**TOPIC 11 - SUBTRACTION**

Topic 11 (16 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Operations and Algebraic Thinking:**  **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**  K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.  K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | Topic 11 Interactive Math Story (p.193 I)  Topic 11 Opener (p 193)  Topic 11 Math Project (p. 194) | 1-2 | ***Good Activities***  p.193G Dramatic Play "What's Going On?" activity p.193H Science Center "Gone Fishing"  p.193H Reading/LA "Five Bran Muffins" - fun rhyme |
| K.OA.1  K.OA.2 | 11-1 "Stories About Separating" | 1 |  |
| K.OA.1  K.OA.2 | 11-2 "Stories About Take Away" | 1 | Problem of the Day (197A) - good review of subtraction  Additional Activity (198A) - Name Game - could be fun whole class activity using a few children's names |
| K.OA.1  K.OA.2  K.CC.6 | 11-3 "Stories About Comparing" | 1 | Problem of the Day (199A) - comparing 2 sets  Additional Activity (200A) - More or Fewer? – a quick game to assess in pairs |
| K.OA.1  K.OA.2  K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way (by using objects or drawings) and record each decomposition by a drawing or equation. | 11-4 "Using the Minus Sign" | 1 | Additional Activity (202A) - fun activity  Intervention activity (202C) – center activity |
| K.OA.1 K.OA.2 K.OA.3 | 11-5 "Finding Differences" | 1 |  |
| K.OA.1 K.OA.2 K.OA.3 | 11-6 "Subtraction Sentences" | 1 | Additional Activity (206A) - whole class activity  Intervention activity (206C) - whole class activity; then could be a center activity |
| K.OA.1 K.OA.2 K.OA.3 | 11-7 "Problem Solving: Act It Out" | 1 | Additional Activity (206A) - whole class activity  Intervention activity (206C) - whole class activity; then could be a center activity |
| K.OA.1 K.OA.2 K.OA.3 | **First Grade** Topic 3, Lesson #1 (3-1) | 1 |  |
| K.OA.1 K.OA.2 K.OA.3 | **First Grade** Lesson  3-2 | 1 |  |
| K.OA.1 K.OA.2 K.OA.3 | **First Grade** Lesson  3-3 | 1 |  |
| K K.OA.1 K.OA.2 K.OA.3 | **First Grade** Lesson  3-4 | 1 |  |
| K K.OA.1 K.OA.2 K.OA.3 | **First Grade** Lesson  5-3 | 1 |  |
| K.0A.5  Fluently add & subtract within 5. | Use these days to scaffold instruction to help students to understand the concept of adding fluently to five. | 2 | This can be developed as whole class games, center activities, “timed tests” (as a race against the clock to beat their own score).  Create own timed tests for subtraction within 5. |
| CFA TESTING WINDOW |  |  | March 28th – April 8th |
| DATA ENTRY DUE DATE |  |  | April 8th |

**APRIL (16 days)**

**TOPIC 12 – LARGER NUMBERS**

Topic 12 (14 days), Common Formative Assessment/CFA & Differentiation (2 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Number and Operations in Base Ten:**  **Work with numbers 11-19 to gain foundations for place value.**  K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation (e.g., 18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five six, seven, eight, or nine ones.  K.CC.3 | Topic 12 Interactive Math Story (p.211 I)  Topic 12 Opener (p.211)  Topic 12 Math Project (p. 212) | 1-2 |  |
| K.NBT.1  K.CC.3 | 12 -1 Counting, Reading, Writing 11 and 12 | 1-2 |  |
| K.NBT.1  K.CC.3 | 12-2 Counting, Reading and Writing 13, 14, 15 | 1-2 |  |
| K.NBT.1  K.CC.3 | 12-3 Counting, Reading and Writing 16 and 17 | 1-2 |  |
| K.NBT.1  K.CC.3 | 12-4 Counting, Reading and Writing 18, 19 & 20 | 1-2 |  |
| K.CC.1  K.NBT.1 | 12-6 Counting to 100 | 1-2 |  |
| K.CC.1  K.NBT.1 | 12-7 Counting Groups of Tens | 1-2 |  |
| CFA TESTING WINDOW |  |  | April 25th – May 6th |
| DATA ENTRY DUE DATE |  |  | May 6th |

**MAY (21 days)**

**TOPIC 16 – GRAPHING (19 days)**

**ASSESSMENT APPOINTMENTS (2 days)**

Topic 16 (15 days), Common Formative Assessment/CFA & Differentiation (4 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Measurement and Data:**  **Classify objects and count the number of objects in each category.**  3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count (limit category counts to be less than or equal to 10). | Topic 16 Interactive Math Story (p.269 I)  Topic 16 Opener (p.269)  Topic 16 Math Project (p. 270) | 1-2 |  |
| K.MD.3 | 16-1 As Many, More, and Fewer | 1-2 |  |
| K.MD.3 | 16-2 Collecting Data | 1 |  |
| K.MD.3 | 16-3 Real Graphs | 1-2 |  |
| K.MD.3 | 16-4 Picture Graphs | 1-2 |  |
| K.MD.3 | 16-5 Bar Graphs | 1-2 |  |
| K.MD.3 | 16-6 More Likely, Less Likely | 1-2 |  |
| K.MD.3 | 16-7 Problem Solving: Make a Graph | 1-2 |  |
| CFA TESTING WINDOW |  |  | May 25th – June 8th |
| DATA ENTRY DUE DATE |  |  | June 8th |